**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_6/ELA\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Unit Title:**  Perspectives and Point of View | | **Corresponding Unit Task: 1** |
| **Unit EQ(s):** | How do readers compare texts across different genres?  How do authors use different forms and genres to portray similar themes?  How do writers use informational texts to examine and convey topics and ideas? | |
| **Essential Vocabulary** | Obligated, feigning, majestic, regal, habitat, submerged, slackness | |
| **Materials/Resources** | * “The Oldest Living Atlanta Gorilla Tells All” - *Springboard* * Copies of Springboard’s “Going to the Zoo” anticipation * Copies of Springboard p. 49 graphic organizer | |
| **Activating Strategy/ Bell Ringer** | Complete “Going to the Zoo” anticipation guide/Share results | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL.6.2-** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **RL.6.9-**Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **S.L.6.2 –** Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression  **I Can Statements:**  I can identify specific words and phrases in text that help determine a narrator’s perspective and point of view.  **Instructional Plan:**   * Read “The Oldest Living Atlanta Gorilla Tells All” out of the Springboard book. It is divided into 4 sections. * In 1st section, model identifying underlining words/phrases that reveal Willie B.’s likes, dislikes, and feelings. Lead students to identify the point of view as 1st person. * Have students continue identifying/underlining independently for 2nd section. Stop and discuss/compare what students have underlined before moving on. Then do the same for 3rd and 4th sections. * Practice using context clues to determine the meaning and/or connotation of the vocabulary words underlined. * Partners complete graphic organizer on p. 49 of Springboard book to use Willie B.’s likes/dislikes to interpret his attitude about various aspects of his life. Go over the chart together. | |
| **Closing/Summarizing Strategy** | Ticket out the Door - Partners write a complete sentence summarizing Willie B’s perspective on his life in the zoo. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| * Write a paragraph or speech in the voice of Willie B. and explain your attitude toward living in captivity. (Writing prompt is explained in depth on p. 49 of the Springboard book.) * Have students think through the pros and cons of zoos and write a persuasive speech defending their positions on whether or not animals should be kept in zoos. | * As a writing extension for lower level students, have them write an acrostic poem using Willie B.’s name that reflects his persona, attitude, and perspective. (Detailed explanation on p. 49 of Springboard book.) |  |
| **Assessment(s)** | Post-reading graphic organizer, ticket out the door | | |
| **Reflection** | This lesson uses engaging text to give students a deeper understanding of perspective and point of view in order to prepare them to study point of view in the more difficult nonfiction texts listed in Tasks 1-3 of unit 1. It also ties in with the unit theme, “Can the World Be a Fair and Just Place?”. | | |